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ABSTRACT

A project identified training competencies performed by human resource specialists and determined competencies that needed further professional development. It used this information to assess the adequacy of the training programs of the University of Tennessee's Department of Technological and Adult Education and to determine the feasibility of developing a professional development seminar for upgrading specialists. Study respondents were 226 members of 5 Tennessee chapters of the American Society of Training and Development. A task form sort collected information about the 78 tasks identified. More than 50 percent of the respondents reported they performed 63 of the 78 training tasks; more than 50 percent rated the need for additional training as important for 69 training tasks. The administrative area in present departmental programs showed some limitations with respect to providing adequate preparation for training specialists. Characteristics such as age, level of education, military experience, training experience, location in state, or number of training specialists at a workplace had limited impact on whether a training specialist performs a task or needs additional training. (Appendixes include the cover letter and survey directions and forms.) (YLB)

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December 1988

FINAL REPORT

TRAINING COMPETENCIES OF HUMAN RESOURCE DEVELOPMENT SPECIALISTS IN TENNESSEE

BY
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TAE
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Human
Resources
Development
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EMPHASIZING PROFESSIONAL DEVELOPMENT AND RESEARCH IN HUMAN RESOURCES

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TRAINING COMPETENCIES OF HUMAN RESOURCE DEVELOPMENT SPECIALISTS IN TENNESSEE

Introduction

A developmental project, which was completed in 1988, was undertaken through a joint effort of The University of Tennessee, Department of Technological and Adult Education and the Tennessee Valley Authority. The primary purpose of the project was to identify the training competencies performed by human resource specialists and to determine the competencies that needed further professional development. A secondary purpose was to use this information to assess the adequacy of the department's present programs for training personnel and to determine the feasibility of developing a professional development seminar for upgrading specialists.

In attaining the purpose of the project the following questions were asked:

1. What are the demographic profiles of human resource development specialists who are members of the American Society of Training and Development (ASTD) in Tennessee. Demographics factors assessed were:
   a. Job titles
   b. Formal education
   c. Military experience
   d. Number of specialists with which specialist work
   e. Amount of experience as specialist
   f. Type of education/training received in preparing for job

2. What are the training tasks which are being performed by specialists in their present jobs?

3. What are the training tasks which are perceived by specialists as being the most important with respect to need for additional training?

4. Does whether a task is performed differ among specialists on the basis of ASTD chapter of membership, education level, military experience, number of specialists, or amount of training experience?

5. Is the importance of additional training needed for a task perceived differently by specialists on the basis of ASTD chapter of membership, education level, military experience, number of specialists or amount of training experience.

6. Does the present program of industrial training provide preparation for all tasks performed by training specialists?

Population

The population selected for the study was the members of the American Society of Training and Development (ASTD) located in the five ASTD chapters in Tennessee. The five chapters were:

1. East Tennessee - located in Tri-Cities area
2. Greater Chattanooga Area - located in the Chattanooga area
3. Middle Tennessee - located in the Nashville area
4. Mid-South - located in the Memphis area
5. Smoky Mountain - located in the Knoxville area

The population of the study was the 833 members on the membership lists of the five Tennessee chapters during 1987. From the population, a stratified random sample was selected to insure a confidence level of 95 percent. The sample size was 262.

The breakdown of members per chapter for the total population, the sample, the respondents and for non-respondents is presented in Table 1. Responses were received from 226 individuals. Of the 226 responses, 5 individuals reported they did not have time to complete the survey, 2 stated they would complete it only if paid a fee and 49 reported they no longer performed training activities in their present job. Eleven survey packages were returned as undeliverable due to addressee unknown or addressee moved with no forwarding address. Surveys were returned by 159 of those sampled and 154 contained usable information. Five surveys were partially completed by individuals who were students and who were not presently working in training. These five forms were not used.

Several attempts were made to follow-up all of the 36 non-respondents by mail and/or telephone. When contacted 5 non-respondents reported they did not receive the survey package. Ten non-respondents reported they were not involved in training activities. Attempts by telephone were not successful in contacting the remaining 21 non-respondents nor was any reply received from a second mail follow-up. Due to this fact no attempt was made to compare respondents with non-respondents.

Table 1

Population, Sample, Respondents and Non-respondents by Chapter

ASTD	1987 Membership	Sample	Respondents	Non-Respondents
East TN	62	21	19	2
Greater Chatt. Area	89	29	25	4
Middle TN	307	97	81	16
Mid-South	213	68	58	10
Smoky Mountain	162	47	43	4
Total	833	262	226	36

The percentage of the total population represented by each chapter is shown in Figure 1 with its relationship to the percentage of respondents in the sample. The East Tennessee Chapter (E. T.) constituted 9.5 percent of the population and accounted for 10 percent of the respondents. The Greater Chattanooga Chapter (G. C.) represented 11 percent of the population and accounted for 10 percent of the respondents. The Middle Tennessee Chapter (M. T.) represented 37 percent of the population and accounted for 32 percent of the respondents. The Mid-South Chapter (M. S.) represented 26 percent of the population and accounted for 25 percent of the respondents. The Smoky Mountain Chapter (S. M.) represented 18 percent of the population and accounted for 23 percent of the respondents.

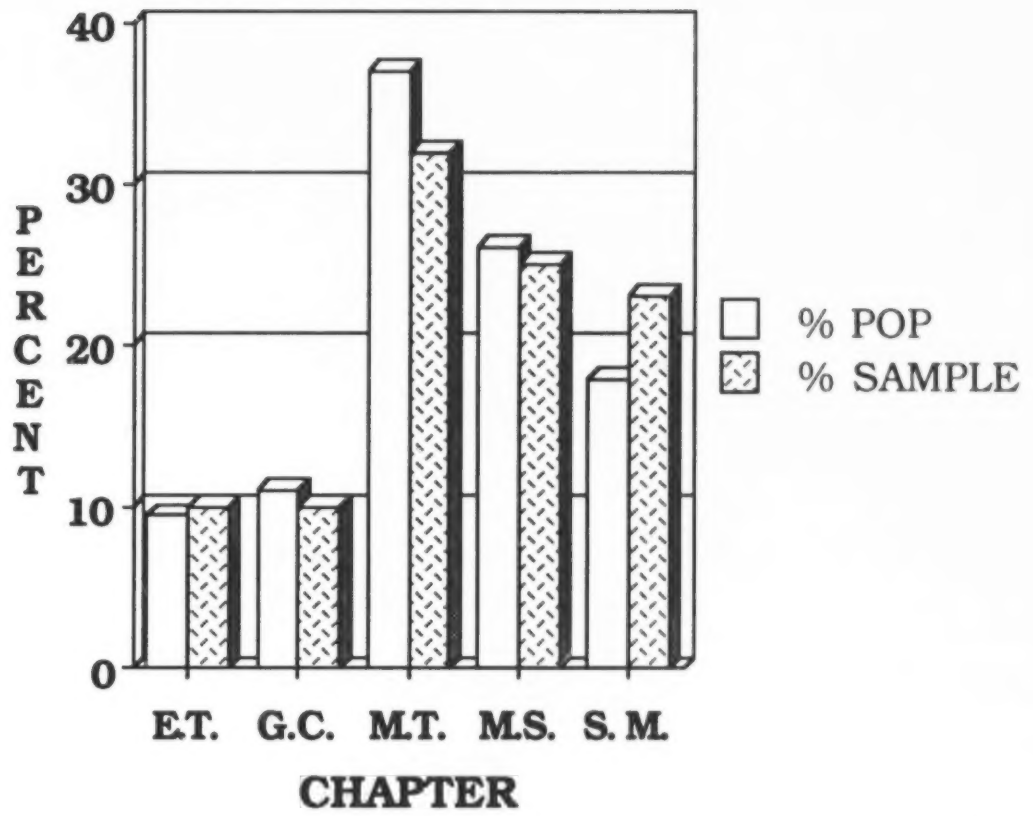


Figure 1. Chapter Percentage Represented by Population and by Sample Respondents

Demographics of Respondents

The demographics of the respondents are reported for the areas of position titles, level of education attained, military training, number of specialists employed by company, levels of training experience and types of preparatory education and training.

The titles most frequently used in describing the positions held by respondents are presented in Figure 2. Many of the respondents indicated they had more than one title. The title of manager was cited by 84 of the respondents. Eighty-one reported the title of consultant. Instructor was the title reported by 78 respondents. Seventy-one respondents cited the title of Instructional Materials Developer and 37 cited other titles such as personnel specialist, evaluator and researcher.

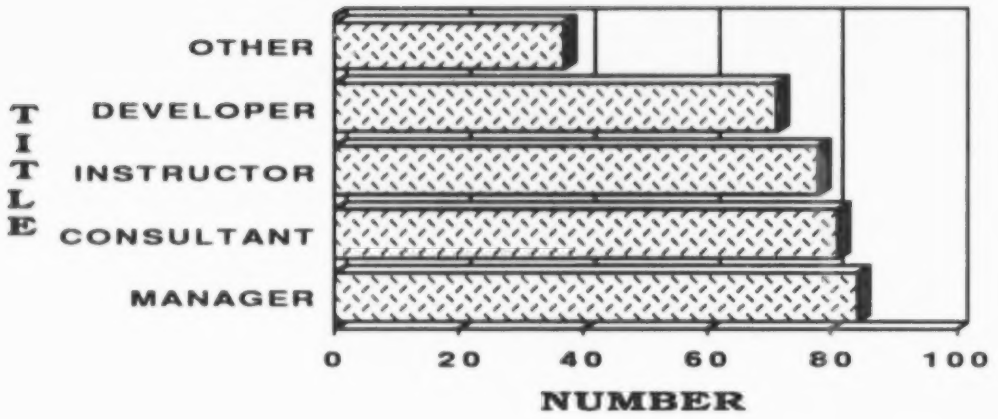


Figure 2. Number of Frequently Used Position Titles

The percentage breakdown of levels of education represented by the respondents is presented in Figure 3. Nine percent of the respondents had completed high school. Twelve percent had completed an associate degree. Bachelor degrees had been received by 36 percent of the respondents. Thirty percent of the respondents had complete master degrees and 13 percent had completed doctoral degrees.

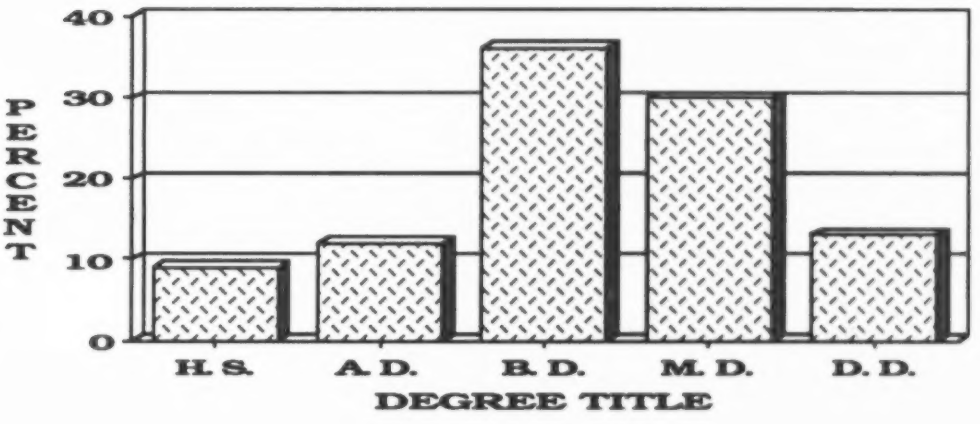


Figure 3: Percentage of Respondents by Level of Attained Education

Thirty-two percentage of the respondents reported they had completed military training. The average number of months of military training completed was 14.6 months.

The percentages of respondents with respect to whether they worked for a company with 1 specialist, 2 to 5 specialists, 6 to 10 specialists, or more than 10 specialists are reported in Figure 4. Fifteen percent of the respondents indicated they were the only specialist in their company. Thirty-six percent stated they worked where there were 2 to 5 specialists. Seven percent of the respondents stated 6 to 10 specialists were employed at their company. Forty-two percent worked in companies with more than 10 training specialists.

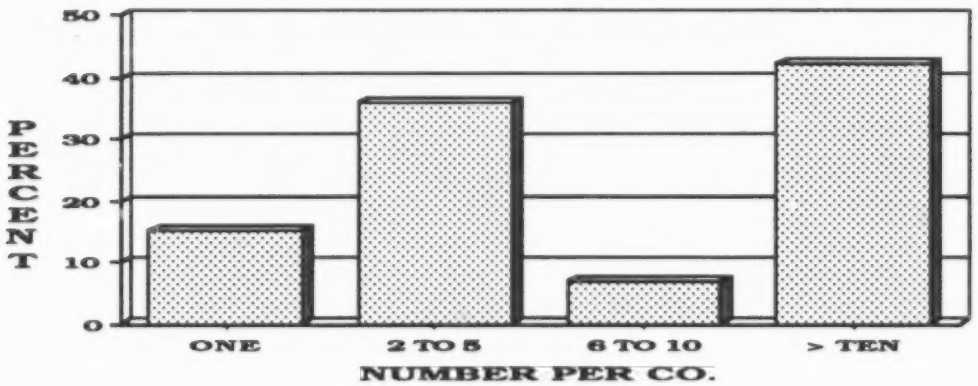


Figure 4. Percentage of Respondents with Respect to Number of Specialist at Work Site

The percentage of respondents with respect to four levels of experience in training are presented in Figure 5. Nine percent of the respondents had one year or less than one year of experience in training. Individuals with greater than one but less than 5 years of training experience constituted 22 percent of the respondents. Thirty-one percent of the respondents had 5 to 10 years of training experience and 38 percent had more than ten years of training experience.

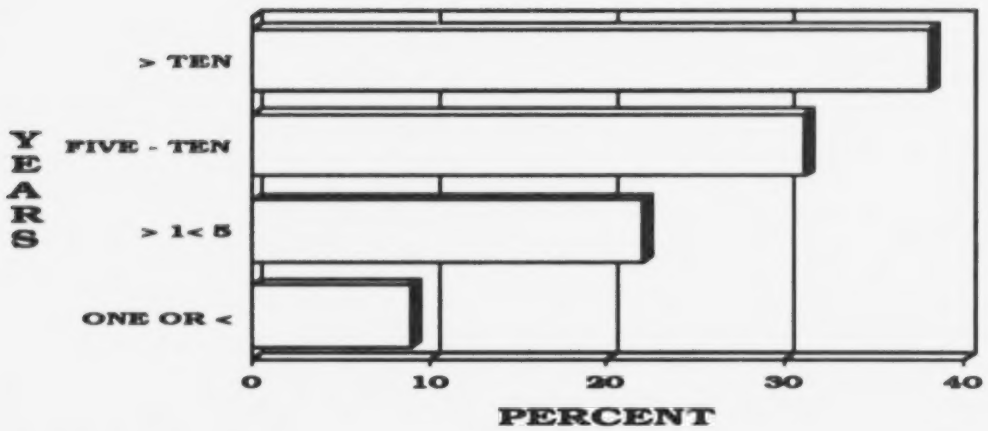


Figure 5. Percentage of Respondents by Years of Training Work Experience

The methods by which respondents had received education and training for their positions are presented in Figure 6. Most respondents indicated at least two methods. One hundred thirty-six reported they learned their job by doing it. Workshops were reports as one of the ways 130 respondents prepared for their job. One hundred twenty-six learned their position duties through on-the-job training. Ninety-nine learned their job through formal training programs. Sixty-six reported they had learned the duties of their job through self-study. Fifteen reported they had learned their job through other means such as seminars, conferences, and in-house special programs.

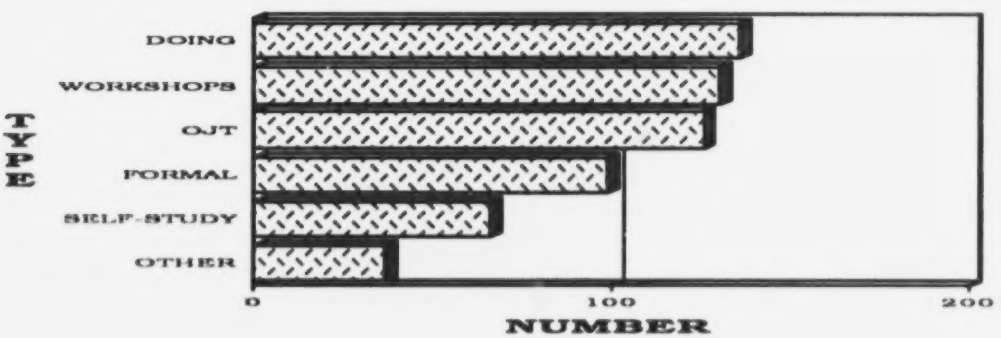


Figure 6. Number of Respondents by the Preparation for Position

Procedures

The first step in developing an instrument for collecting information from the training specialists was identifying the tasks likely to be performed. The literature was reviewed to develop a preliminary list of tasks. Next, six employed trainers reviewed the list. This group of trainers ranged in experience from less than one year to greater than ten years. This group critiqued the original list and made several changes and additions to the list. Seventy-eight tasks which met their approval were identified.

Instead of creating the usual survey form to collect information about the 78 tasks, it was decided that a task card sort would be used. Each task was printed on a separate 2 1/4" by 4" card. Decks of yellow cards were printed for the respondents to sort into yes and no piles. If they performed the task in their job, they placed the yellow card imprinted with task in the "yes" envelope. If they did not perform the task they placed it in the "no" envelope.

Decks of blue cards were imprinted with tasks and were used to obtain information on the importance of additional training for performing each task. Individuals were asked to respond by reading the tasks imprinted on the blue card and to place the card in:

1. A "O" envelope if they believed additional training would be of no importance.
2. A "1" envelope if they believed additional training would be of little importance.
3. An "2" envelope if they believed additional training would be of some importance.
4. A "3" envelope if they believed additional training would be important.
5. A "4" envelope if they believed additional training would be highly important.
6. A "5" envelope if they believed additional training would be extremely important.

A cover letter, instructions, one deck of yellow cards, one deck of blue cards, a demographic information sheet, and pre-stamped, pre-addressed return envelope were mailed to each individual in the sample of 262. A copy of the cover letter is provided in Appendix A. Appendix B contains samples of the demographic sheet and the instruction sheet.

Results

When the sorted task cards were returned, data sheets were used to record the responses to organize the data for analysis. The results of the yellow cards were used to answer the question: *"What are the training tasks that are performed by at least fifty percent of human resource development specialists?"*

Just as was used in determining the validity of the tasks, six competency areas were used to group the tasks. Of the total of 78 tasks, 27 were grouped in the administrative competency area. Five were listed in the instructional techniques area. The materials development area consisted of 17 tasks and the evaluation area contained 8 tasks. The personal-professional development area contained 9 tasks.

The percentages for tasks in the administrative area reported as being performed by at least 50 percent of the respondents are shown in Table 2. The tasks are listed from highest to lowest percentages. A total of 23 of the 27 tasks were identified as being performed.

Table 2

Percentage of Respondents Who Performed Each Task in Administrative Area

Task	Percentage
Conduct meetings	95
Present and manage training objectives	88
Present recommendations to senior management	86
Write training program proposals	81
Contract with outside vendors for training programs, equipment, and supplies	77

(table continues)

Table 2

Percentage of Respondents Who Performed Each Task in Administrative Area

Task	Percentage
Develop cooperation between departments, etc.	77
Prepare reports and papers on training and development activities	76
Develop training policies and goals	75
Train training staff	69
Organize research to evaluate and support training and development activities	69
Supervise training material production	69
Prepare training program costs	67
Arrange for participation in external training and development activities	67
Counsel individuals on career development	67
Acquire and set-up training facilities	66
Prepare training forecasts	63
Establish and maintain a library of print and non-print training resources and career development information	63
Report information on training and development costs and benefits	63
Maintain records of participation in training	63
Evaluate proposals from outside consultants	58

(table continues)

Table 2

Percentage of Respondents Who Performed Each Task in Administrative Area

Task	Percentage
Supervise training staff	56
Set objectives for departmental staff	54
Recruit and interview training staff	50

A total of 4 of the 5 tasks in the needs assessment area were identified as being performed by 50 percent or more of the respondents. The percentages from highest to lowest are presented in Table 3.

Table 3

Percentage of Respondents Who Performed Each Task in Needs Assessment Area

Task	Percentage
Determine content of training programs	86
Develop long-range and short-range training plans	78
Develop and implement training needs assessment techniques (formal and informal)	75
Analyze performance problems	70

Ten of the 12 tasks listed in the instructional techniques area were identified by more than 50 percent of the respondents as being performed in their job. These 10 tasks are presented in Table 4 with the identified percentage of respondents who reported performing each task.

Table 4

Percentage of Respondents Who performed Each Task in Instructional Technique Area

Task	Percentage
Promote learning through group discussions and brainstorming	90
Present instruction with chalkboard, overhead projector, and/or flip chart	90
Promote learning through oral questioning techniques	89
Promote learning through demonstration	88
Present instruction with filmstrips, slide-tape presentations, films, or videotapes	86
Introduce a lesson	82
Promote learning through use of simulation	82
Summarize a lesson	80
Present instruction through illustrated lectures	80
Apply the principles of adult learning in all instruction	80

The 12 tasks, out of the 17 tasks in the materials development area, performed by at least 50 percent of respondents are presented in Table 5. The 12 tasks with the identified percentage of respondents who reported performed them are listed in order from highest percentage to lowest.

Table 5

Percentage of Respondents Who Performed Each Task in Materials Development Area

Task	Percentage
Select instructional material and media to meet the needs of trainees	88
Develop training program objectives	86
Select instructional methods to meet needs of trainees and content	86
Revise materials based on evaluation feedback	81
Evaluate and select commercial training materials	81
Apply adult learning theory and instructional principles in development program content and material	78
Develop training materials (workbooks, exercises, etc.)	78
Develop overhead transparencies	76
Prepare and adapt lesson plans	75
Develop assessment tools (checklists, exercises, etc.)	75
Develop instructional objectives to include performance, standards and conditions	70
Develop lesson planning guide	68

Of the 8 tasks in the evaluation area 7 were identified as being performed by at least 50 percent of the respondents. The 7 tasks are listed in Table 6.

Table 6

Percentage of Respondents Who Performed Each Task in the Evaluation Area

Task	Percentage
Design and implement procedures for program evaluation	79
Design evaluation instruments and procedures	66
Design and implement procedures for instructor evaluation	65
Design and implement procedures for instructional material evaluation	65
Write evaluation reports	65
Design and implement plan for providing evaluation feedback to participants	61
Design and implement procedures for training plan evaluation	58

Seven of the 9 tasks in the personal/professional development area were identified by more than 50 percent of the respondents as being performed in their job. These 7 tasks are presented in Table 6 with the percentage of respondents who reported performing each task.

TABLE 7

Percentage of Respondents Who Performed Each Task in the Personal/Professional Development Area

Task	Percentage
Promote the training and development to the organization and individuals	92
Participate in internal and external professional development activities	87
Maintain an effective interface with the organizational environment	87
Counsel managers and supervisors on training and development issues	76
Interpret and use training research results	64
Prepare and disseminate internal and external training and development program announcements	60
Participate in research activities	57

The respondents were asked to rate their perceived importance of additional training needed for the 78 tasks which they performed on their job. This information, obtained from the sorting of the blue task cards, was used to answer the question: *"What are the training tasks which are perceived by specialist as being the most important with respect to need for additional training?"*

Respondents were asked to sort the blue task cards into one of six piles which represented the use of a six point rating scale of 0 to 5, defined as follows:

O - No importance
1 - Little importance
2 - Some importance
3 - Important
4 - Highly important
5 - Extremely important

For analysis purposes the percentages of respondents responses were grouped into three categories:

1. Percentage of respondents which rated training need for each task as of no importance or little importance.

2. Percentage of respondents which rated the training need for each task as of some importance or as important.

3. Percentage of respondents which rated the training need for each task as highly important or extremely important.

If fifty percent of the respondents gave ratings which fell into the categories of 2 and 3, the task was considered as being one in which additional training was needed. The results are reported under the 6 competency areas of administrative, needs assessment, instructional techniques, materials development, evaluation and personal/professional development.

An analysis of the information presented in Table 8 with respect to the administrative competency area shows that 23 of the 27 tasks were identified as being tasks for which additional training was needed. The 4 tasks for which respondents perceived no training being needed were:

1. Negotiate union agreements for training.

2. Arrange for participation in external training and development programs.

3. Administer tuition reimbursement program.

4. Maintain records of participation in training.

Table 8

Percentage of Respondents by Category of Perceived Training Need for Each Task in the Administrative Competency Area

Task	Percentage of Trainers Who Perceived Importance of Need for Additional Training		
	No Importance or Little Importance	Some Importance or Important	Highly or Extremely Important
Prepare training program costs	27	50	23
Prepare training forecasts	17	51	32
Establish and maintain a library of print and non-print training resources and career development information	48	38	14
Recruit and interview training staff	36	41	23
Train training staff	23	47	30
Supervise training staff	28	38	34
Set objectives for departmental staff	29	37	35
Develop training policies and goals	25	42	32

(table continues)

Table 8

Percentage of Respondents by Category of Perceived Training Need for Each Task in the Administrative Competency Area

Task	Percentage of Trainers Who Perceived Importance of Need for Additional Training		
	No Importance or Little Importance	Some Importance or Important	Highly or Extremely Important
Present recommendations to senior management	25	38	37
Organize research to evaluate and support training and development activities	16	45	39
Conduct meetings	50	38	12
Negotiate union agreements for training	63	12	25
Write training program proposals	22	51	27
Plan and manage training projects	21	45	33
Report information on training and development costs and benefits	25	44	31

(table continues)

Table 8

Percentage of Respondents by Category of Perceived Training Need for Each Task in the Administrative Competency Area

Task	Percentage of Trainers Who Perceived Importance of Need for Additional Training		
	No Importance or Little Importance	Some Importance or Important	Highly or Extremely Important
Arrange for participation in external training and development programs	55	33	12
Administer tuition reimbursement program	67	20	13
Maintain records of participation in training	63	26	10
Supervise training material production	35	45	20
Develop guidelines for using outside consultants	38	46	16
Evaluate proposals from outside consultants	37	46	16
Supervise consultants on site	46	42	12

(table continues)

Table 8

Percentage of Respondents by Category of Perceived Training Need for Each Task in the Administrative Competency Area

Task	Percentage of Trainers Who Perceived Importance of Need for Additional Training		
	No Importance or Little Importance	Some Importance or Important	Highly or Extremely Important
Prepare reports and papers on training and development activities	31	53	16
Contract with outside vendors for training programs, equipment, and supplies	40	48	12
Counsel individuals on career development	21	42	37
Develop cooperation between departments, agencies, units, etc.	23	44	32
Acquire and set-up training facilities.	47	37	16

All 5 of the tasks in the needs assessment area were perceived by the respondents as being tasks in which additional training was needed. The percentage of response for the three categories for each tasks are presented in Table 9.

Table 9

Percentage of Respondents by Category of Perceived Training Need for Each Task in the Needs Assessment Competency Area

Task	Percentage of Trainers Who Perceived Importance of Need for Additional Training		
	No Importance or Little Importance	Some Importance of Important	Highly or Extremely Important
Organize and conduct job analyses	18	50	33
Develop and implement training needs assessment techniques (formal and informal)	13	44	43
Develop long-range and short-range training plans	17	40	42
Analyze performance problems	10	47	42
Determine content of training programs	25	48	27

Nine of the 12 tasks for the instructional techniques area were perceived as being tasks for which additional training was needed. The 3 tasks for which there was no perceived need for additional training were:

1. Introduce a lesson
2. Summarize a lesson
3. Present instruction with chalkboard, overhead projector, and/or flip chart

This information is presented in Table 10.

Table 10

Percentage of Respondents by Category of Perceived Training Need for Each Task in the Instructional Techniques Competency Area

Task	Percentage of Trainers Who Perceived Importance of Need for Additional Training		
	No Importance or Little Importance	Some Importance or Important	Highly or Extremely Important
Introduce a lesson	62	33	5
Summarize a lesson	63	31	6
Promote learning through group discussions and brainstorming	38	45	17
Promote learning through oral questioning	32	50	18
Promote learning through demonstration	39	42	19
Promote learning through use of simulation	31	48	21

(table continues)

Table 10

Percentage of Respondents by Category of Perceived Training Need for Each Task in the Instructional Techniques Competency Area

Task	Percentage of Trainers Who Perceived Importance of Need for Additional Training		
	No Importance or Little Importance	Some Importance or Important	Highly or Extremely Important
Present instruction through lectures	46	39	14
Present instruction with chalkboard, overhead projector, and/or flip chart	51	37	12
Present instruction with filmstrips, slide-tape presentations, films, or videotapes	46	37	16
Present instruction with self-teaching such as micro-computers and interactive video equipment	22	46	31
Facilitate learning through use of wishbone problem solving	35	46	19
Apply the principles of adult learning in all instruction	26	49	25

An analysis of the information presented in Table 11 with respect to the materials development competency area shows that 16 of the 17 tasks were identified as being tasks for which additional training was needed. The task which was perceived as a task for which respondents needed no additional training was: "Develop overhead transparencies."

Table 11

Percentage of Respondents by Category of Perceived Training Need for Each Task in the Materials Development Competency Area

Task	Percentage of Trainers Who Perceived Importance of Need for Additional Training		
	No Importance or Little Importance	Some Importance or Important	Highly or Extremely Important
Develop training program objectives	31	42	27
Apply adult learning theory and instructional principles in developing program content and material	24	46	29
Develop instructional objectives to include performance, standards and conditions	25	44	31
Develop lesson planning guide	37	46	18
Prepare and adapt lesson plans	39	45	16

(table continues)

Table 11

Percentage of Respondents by Category of Perceived Training Need for Each Task in the Materials Development Competency Area

Task	Percentage of Trainers Who Perceived Importance of Need for Additional Training		
	No Importance or Little Importance	Some Importance or Important	Highly or Extremely Important
Develop training materials (workbooks, exercises, etc.)	35	39	26
Select instructional methods to meet needs of trainees and content	27	44	29
Select instructional material and media to meet the needs of trainees	32	41	27
Prepare scripts for films, videotapes, etc.	36	40	23
Develop programmed-learning or computer managed instructional materials	28	37	35
Develop assessment tools (checklists, performance exercises, etc.)	16	57	27

(table continues)

Table 11

Percentage of Respondents by Category of Perceived Training Need for Each Task in the Materials Development Competency Area

Task	Percentage of Trainers Who Perceived Importance of Need for Additional Training		
	No Importance or Little Importance	Some Importance or Important	Highly or Extremely Important
Revise materials based on evaluation feedback	29	49	22
Develop training plans for individual trainees	36	42	22
Develop overhead transparencies	60	33	7
Evaluate and select commercial training materials	38	50	12
Establish and implement a filing and retrieval system for instructional materials	49	35	16
Develop multi-choice, open-ended, and matching tests	45	38	16

All 8 of tasks in the evaluation area were perceived by the respondents as being tasks in which additional training was needed. The percentages of response for the three categories for each task are presented in Table 12.

Table 12

Percentage of Respondents by Category of Perceived Training Need for Each Task in the Evaluation Competency Area

Task	Percentage of Trainers Who Perceived Importance of Need for Additional Training		
	No Importance or Little Importance	Some Importance or Important	Highly or Extremely Important
Design and implement procedures for instructor evaluation	20	52	28
Design and implement procedures for program evaluation	19	52	29
Design and implement procedures for training plan evaluation	21	49	30
Design and implement procedures for instructional material evaluation	21	52	27
Design and implement plan for providing evaluation feedback to participants	20	48	31
Write evaluation reports	28	48	23
Use statistical strategies to analyze and summarize evaluation data	22	42	36

An analysis of the information presented in Table 13 with respect to the personal/professional development competency area reveals that 8 of the 9 tasks were identified as being tasks for which additional training was needed. The one task which no training need was perceived was: "Develop a personal monthly current-awareness reading program."

Table 13

Percentage of Respondents by Category of Perceived Training Need for Each Task in the Area of Personal/Professional Development

Task	Percentage of Trainers Who Perceived Importance of Need for Additional Training		
	No Importance or Little Importance	Some Importance or Important	Highly or Extremely Important
Develop a personal monthly current-awareness reading program	54	30	16
Participate in internal and external professional development activities	46	29	24
Interpret and use training research results	30	40	29
Participate in research activities	33	41	26
Maintain an effective interface with the organizational environment	24	34	42

(table continues)

Table 13

Percentage of Respondents by Category of Perceived Training Need for Each Task in the Area of Personal/Professional Development

Task	Percentage of Trainers Who Perceived Importance of Need for Additional Training		
	No Importance or Little Importance	Some Importance or Important	Highly or Extremely Important
Promote the training and development to the organization and individuals	25	35	40
Prepare and disseminate internal and external training and development program announcements	40	40	19
Counsel managers and supervisors on training and development issues	27	31	42
Participate in development and evaluation of apprenticeship programs	40	37	23

An analysis using chi square was completed to answer the fourth research question of this study: "Does whether a task is performed differ among specialists on the basis of chapter of membership,

education, military experience, number of specialists or amount of experience?" The significant chi square values (p.05) for each of these factors are presented in this section.

Significant chi square values for tasks on which respondents differed among chapters with respect to performance of the task are presented in Table 14. Six tasks were identified in which respondents from the five chapters differed. Four of the tasks were from the administration area, one was from the evaluation area and one was from the personal/professional development area. The respondents from the Greater Chattanooga Area and the Smoky Mountain Chapters reported performing the 6 tasks to a lesser extent than the respondents from the Middle Tennessee, Mid-South or East Tennessee Chapters.

Table 14

Chi square Values for Tasks on Which Respondents Differed Among ASTD Chapters with Respect to Whether or Not the Tasks Were Performed

Task	Chi Square Value
Prepare training forecasts	10.68*
Train training staff	10.51*
Write training program proposal	11.88*
Prepare reports and papers on training and development activities	11.73*
Design and implement procedures for program evaluation	10.45*
Interpret and use training research results	9.84*

*Chi square value (p.05) = 9.49 (4 degrees of freedom)

In Table 15 are shown the significant chi square values for tasks on which respondents differed among educational level with respect to whether or not the tasks were performed. Four tasks were identified in which respondents differed depending on their educational level. Two of the tasks were from the materials development area, one from the evaluation area and one from the personal/professional development area. The respondents with only high school or associate degree levels of education were less likely to perform these 4 tasks than those with bachelor, master or doctoral degrees.

Table 15

Chi Square Values for Tasks on Which Respondents Differed Among Educational Levels with Respect to Whether or Not the Tasks Were Performed

Task	Chi Square Value
Apply adult learning theory and instructional principles in developing program content and material	9.55*
Select instructional methods to meet needs of trainees and content	14.34*
Design and implement procedures for training plan evaluation	11.74*
Participate in internal and external professional development activities	17.32*

*Chi square value (p.05) - 9.49 (4 degrees of freedom)

Significant chi square values for tasks on which respondents differed between military experience and no military experience are presented in Table 16. Six tasks were identified, 5 from the administration area and one from the materials development area. A greater percentage of the respondents who had military experience performed the tasks than those who had no military experience.

Table 16

Chi Square Values for Tasks on Which Respondents Differed Between Whether or Not They Had Military Experience With Respect to Whether or Not the Tasks Were Performed

Task	Chi Square Value
Prepare training forecasts	14.73*
Recruit and interview training staff	8.96*
Train training staff	4.27*
Supervise training staff	6.68*
Evaluate proposal from outside consultants	5.28*
Develop instructional objectives to include performance, standards and conditions	5.49*

*Chi square value (p.05) = 3.84 (1 degree of freedom)

In Table 17 are presented the significant chi square values for tasks on which respondents differed with respect to number of specialists on performance of tasks. Nine tasks were identified, 4 were in the administration area, 2 in the materials development area and 3 were in the evaluation area. If there was only one training specialist employed, the 9 tasks were not as likely to be performed as in companies where 3 to 5, 6 to 10, or more than 10 were employed.

Table 17

Chi Square Values for Tasks on Which Respondents Differed on the Bases of Four Categories of Number of Specialists Employed with Respect to Whether or not the Tasks Were Performed

Task	Chi Square Value
Present recommendations to senior management	9.44*
Maintain records of participation in training	8.18*
Evaluate proposals from outside consultants	9.16*
Develop cooperation between departments, agencies, units, etc.	9.18*
Select instructional methods and media to meet the needs of trainees and content	8.71*
Select instructional material and media to meet the needs of trainees	10.40*
Design and implement procedures for instructor evaluation	11.18*
Design and implement procedures for program evaluation	9.33*
Design and implement procedures for training plan evaluation	11.42*

*Chi square value (p.05) = 7.82 (3 degrees of freedom)

Significant chi square values for tasks on which respondents differed when respect to training experience on performance of tasks are presented in Table 18. Twenty-one tasks were identified. Eight of these tasks were in the administration area, 6 were in the instructional techniques area, 2 were in the materials development area and 5 were in the personal/professional development area. The specialists with one or less years of training experience was less likely

to perform these 21 tasks than those who had more than 1 but less than 5, 5 to 10, or more than 10 years of experience.

Table 18

Chi Square Values for Tasks on Which Respondents Differed Among Levels of Training Experience with Respect to Whether or Not the Tasks Were Performed

Task	Chi Square Value
Prepare training forecasts	7.80*
Supervise training staff	11.69*
Set objectives for departmental staff	9.72*
Present recommendations to senior staff	12.42*
Plan and manage training projects	8.58*
Arrange for participation in external training and development programs	9.65*
Evaluate proposals from outside consultants	14.37*
Acquire and setup training facilities	11.61*
Promote learning through group discussions and brainstorming	10.88*
Promote learning through oral questioning techniques	15.02*
Promote learning through demonstration	7.84*
Promote learning through use of stimulation	9.39*
Present instruction through illustrated lectures	10.96*

(table continues)

Table 18

Chi Square Values for Tasks on Which Respondents Differed Among Levels of Training Experience with Respect to Whether or Not the Tasks Were Performed

Task	Chi Square Value
Apply the principles of adult learning in all instruction	14.10*
Apply adult learning theory and instructional principles in developing program content and material	10.78*
Select instructional methods to meet needs of trainees and content	8.95*
Participate in internal and external professional development activities	10.83*
Interpret and use training research results	13.48*
Participate in research activities	8.05*
Promote the training and development to the organization and individuals	18.19*
Counsel managers and supervisors in training and development issues	16.27*

*Chi square value (p.05) = 7.82 (3 degrees of freedom)

A one-way analysis of variance was completed to answer the fifth research question of this study. "Is the importance of need for additional training perceived differently by specialists on the basis of ASTD chapter of membership, education, military experience, number of specialists, or amount of experience?" The significant F values (p.05) for each of these factors are presented in this section.

Respondents did not differ on any of the tasks with respect to need for additional training when compared on the basis of chapter of membership. Neither did they differ with respect to education.

Significant F values for tasks on which respondents differed between no military experience or military experience with respect to need for additional training are presented in Table 19. Three tasks, all in the administrative area were identified in which respondents with military experience differed from those without military experience. As shown by the information in Table 19, the respondents with military experience reported a greater need for additional training on the 3 tasks than did those without military training.

Table 19

Means and F Values for Tasks on Which Respondents Differed with Respect to Need for Additional Training When Compared on the Basis of Military Training Experience

Task	Experience	Means	F Value
Develop guidelines for using outside consultants	Military No military	2.4 1.9	4.49*
Evaluate proposals from outside consultants	Military No military	2.4 1.9	5.73*
Supervise consultants on site	Military No military	2.17 1.61	5.42*

*F value (p.05) = 3.06 (with 1 and 148 degrees of freedom)

Significant F values for tasks on which respondents differed among four categories of number of specialists employed when compared with respect to need for additional training are presented in Table 20. Three tasks had significant F values and all were in the administrative competency area. To identify the areas of difference among the four

categories a posteriority contrast test was computed. Scheffe's test was used for the comparisons. For all three tasks the significant difference was between respondents who were the only training specialist in their company and respondents who were employed in companies with two to five specialists. In each case, there was less need reported for companies with only one specialists.

Table 20

Means and F Values for Tasks on Which Respondents Differed with Respect to Need for Additional Training When Compared on the Basis of Number on Specialists in Company

Task	Number of Specialists	Means	F Value
Write training program proposals	One	1.83	3.83*
	Two to five	2.94	
Develop guidelines for using outside consultants	One	1.35	2.99*
	Two to five	2.35	
Supervise consultants on site	One	1.04	3.24*
	Two to five	2.09	

*F value (p.05) = 2.67 (with 3 and 144 degrees of freedom)

The 9 tasks on which respondents with in four levels of training experience (one year or less, one to five, five to ten, or more than ten), differed according to need for additional training are presented in Table 21. The first 3 tasks are from the administrative area. The fourth task is from the needs assessment area and the fifth is from the instructional techniques area. The sixth, seventh, and eighth tasks are from the materials development area and the ninth is from the evaluation area. When Scheffe's test was applied, it was discovered that respondents with one or less years of experience reported a significantly higher level of need than those with more than five to less than ten years of experience for the task: "Conduct meetings". Respondents with one or less years of experience reported a significant higher need for additional training

than those with more than ten years of experience on the following tasks:

1. Conduct meetings
2. Promote learning through oral questioning techniques
3. Develop training program objectives
4. Develop training materials (Workbooks, exercises, etc.)
5. Write evaluation reports

The respondents with more than 1 but less than 5 years of experience expressed a significant higher level of need for additional training than those with more than 10 years of experience on the following tasks:

1. Develop cooperation between department, agencies, units, etc.
2. Develop long-range and short-range training plans
3. Establish and implement a filing and retrieval system for instructional materials

For the task: "Recruit and interview training staff" the respondents with more than five to ten years of experience reported a significant higher need for training than those with more than ten years of training experience.

Table 21

Means and F Values for Tasks on Which Respondents Differed with Respect to Need for Additional Training When Compared on the Basis of Training Experience

Task	Experience Range in Years	Means	F Value
Recruit and interview training staff	>5 to 10 >1 <5	2.55	3.78*
Conduct meetings	1 or <1 >5 <10 1 or <1 >10	3.25 1.70 3.25 1.28	6.99*
Develop cooperation between departments, agencies, units, etc.	>1 <5 >10	3.41 2.00	6.66*
Develop long-range and short-range training plans	>1 <5 >10	3.71 2.53	5.28*
Promote learning through oral questioning	1 or <1 >10	3.17 1.70	4.43*
Develop training program objectives	1 or <1 >10	3.00 1.93	3.41*
Develop training materials (workbooks, exercise, etc.)	1 or <1 >10	3.25 1.89	4.02*

*F value (p.05) = 2.67 (with 3 and 146 degrees of freedom)

(table continues)

Table 21

Means and F Values for Tasks on Which Respondents Differed with Respect to Need for Additional Training When Compared to the Basis of Training Experience

Task	Experience Range in Years	Means	F Value
Establish and implement a filing and retrieval system for instructional materials	>1 <5	2.24	2.77*
	>5 <10	1.32	
Write evaluation reports	1 or <1	3.33	4.18*
	>10	2.05	

*F value (p.05) = 2.67 (with 3 and 146 degrees of freedom)

Summary of Findings

The following major findings were derived from the study.

1. More than fifty percent of the respondents reported they performed 63 of the 78 training tasks.

2. More than fifty percent of the respondents rated the need for additional training as important for 69 of the 78 training tasks.

3. Respondents from the Greater Chattanooga Area and Smoky Mountain Chapters reported performing 6 tasks to a lesser extent than those from the Middle Tennessee, Mid-South or East Tennessee Chapters.

4. Respondents with high school or associate degree levels of educational preparation were less likely to perform 4 tasks than those with higher levels of educational attainment.

5. Respondents who had military experience reported performing 6 tasks to a greater extent than those who had military experience.

6. Nine tasks were identified as being performed by a greater percentage of respondents employed by companies with only one training specialists.

7. Twenty-one tasks were identified as being performed to a lesser extent by those with one year or less of training experience than those who were more experienced.

8. With respect to need for additional training respondents did not differ significant by chapter or educational attainment.

9. Respondents with military experience reported a greater need for additional training on three administrative tasks than did those without military training.

10. Respondents from companies where they were the only training specialist reported less need for additional training for three administrative tasks than those from companies employing 2 to 5 specialists.

11. Respondents with less experience reported greater need for additional training than those with more training experience.

12. The area in which content in present departmental program showed some limitations with respect to providing adequate preparation for training specialists was the administrative area.

Conclusions

The following conclusions were drawn from the findings of the study:

1. The tasks verified by a panel of trainers represent the major tasks being performed by training specialists in Tennessee.

2. Training specialists in Tennessee express a great deal of need for additional training to increase their training competencies.

3. Characteristics such as age, level of education, military experience, training experience, location in state, or number of training specialists at a workplace has limited impact on whether a training specialist performs a task.

4. Characteristics such as age, level of education, military experience, training experience, location in state, or number of training specialists at a workplace has limited impact on the training specialist's need for additional training.

5. There is a need for additions to the industrial training program in the Department of Technological and Adult Education, The University of Tennessee with respect to training management competencies.

6. There is a need for a professional development seminar to upgrade the competencies of present training specialists.

APPENDICES

Appendix A - Cover Letter

Appendix B - Survey Directions and Forms

Appendix A

Cover Letter

THE UNIVERSITY OF TENNESSEE
KNOXVILLE

College of Education

Department of Technological and Adult Education

Office for Human Resources Development

August 26, 1987

!NAME!
!COMPANY!
!STREET!
!CITY!, !STATE! !ZIP!

Dear !NAME!:

The Department of Technological and Adult Education at The University of Tennessee requests your help. We need information from you to assist us in upgrading the program for professional development and preparatory education of human resource development personnel. **You have been carefully selected as a qualified respondent (representing the local chapters of ASTD in Tennessee), your input will contribute significantly to the usefulness of this study. Because of the small and highly selective sample being used it is very important that we have a response from everyone. Our goal is a 100 percent response.**

Attached is a general information sheet we would like for you to complete first. After completing this sheet, open the envelope marked "YELLOW TASK CARDS" and then complete the card sort as instructed. Lastly, open the envelope labeled "BLUE TASK CARDS" and complete the blue card sort as instructed.

Please try to complete this request within the next three (3) working days. **Return the general information sheet, yellow sort cards as sorted, and blue sort cards as sorted, in the enclosed, pre-addressed, pre-stamped envelope.**

Please note that there is a code number inside the return envelope. Your materials will be separated from this envelope as soon as it is received, thus insuring the confidentiality of your responses. The code on the envelope will help us keep track of our respondents and will not be used to identify data with any specific individual.

If you wish to receive a copy of the summary of the results of this study, please circle the code number inside the flap of the return envelope.

Sincerely,

Walter A. Cameron
Project Director

438 Claxton Addition / Knoxville, Tennessee 37996-3400 / (615) 974-2574

Appendix B

Survey Directions and Forms

INSTRUCTIONS FOR YELLOW TASK CARDS

→TAKE OUT YELLOW DECK OF TASK CARDS AND TWO ENVELOPES

→ PLACE ENVELOPES IN FRONT OF YOU AS SHOWN

→READ EACH YELLOW TASK CARD AND PLACE IT ON THE "YES" ENVELOPE IF YOU PERFORM THE TASK IN YOUR JOB, IF YOU DO NOT PERFORM THE TASK STATED ON THE CARD PLACE THE CARD ON THE "NO" ENVELOPE

→WHEN YOU HAVE COMPLETED THE ABOVE FOR EACH YELLOW CARD, PLACE ALL THE THE YELLOW CARDS THAT WERE PLACED ON THE "YES" ENVELOPE IN THE "YES" ENVELOPE AND SEAL IT

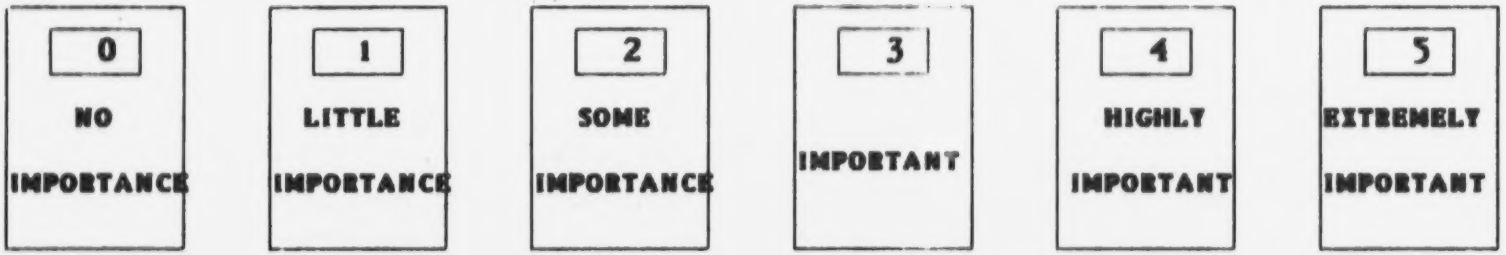
→ALSO PLACE ALL THE CARDS WHICH WERE PLACED ON THE "NO" ENVELOPE IN THE "NO" ENVELOPE AND SEAL IT

→NOW PLACE BOTH "YES" AND "NO" ENVELOPES IN THE LARGE RETURN ENVELOPE.

INSTRUCTIONS FOR BLUE TASK CARDS

→TAKE OUT BLUE DECK OF TASK CARDS AND SIX ENVELOPES

→ PLACE ENVELOPES IN FRONT OF YOU AS SHOWN



→READ EACH BLUE TASK CARD AND PLACE IT ON THE

"0" ENVELOPE IF YOU BELIEVE ADDITIONAL TRAINING WOULD BE OF NO IMPORTANCE TO YOU
"1" ENVELOPE IF YOU BELIEVE ADDITIONAL TRAINING WOULD BE OF LITTLE IMPORTANCE TO YOU
"2" ENVELOPE IF YOU BELIEVE ADDITIONAL TRAINING WOULD BE OF SOME IMPORTANCE TO YOU
"3" ENVELOPE IF YOU BELIEVE ADDITIONAL TRAINING WOULD BE IMPORTANT TO YOU
"4" ENVELOPE IF YOU BELIEVE ADDITIONAL TRAINING WOULD BE HIGHLY IMPORTANT TO YOU
"5" ENVELOPE IF YOU BELIEVE ADDITIONAL TRAINING WOULD BE EXTREMELY IMPORTANT TO YOU

→WHEN YOU HAVE COMPLETED THE ABOVE FOR EACH BLUE CARD, PLACE THE CARDS THAT ARE ON EACH ENVELOPE IN THAT SPECIFIC ENVELOPE AND SEAL EACH INDIVIDUAL ENVELOPE

NOW PLACE ALL SIX ENVELOPES IN THE LARGE RETURN ENVELOPE.

GENERAL INFORMATION

1. PLEASE SELECT THE JOB TITLES THAT BEST DESCRIBE WHAT YOU DO IN YOUR PRESENT JOB. (CHECK ALL THAT APPLY)

___ MANAGER	___ TRAINING CONSULTANT
___ INSTRUCTOR	___ INSTRUCTIONAL DEVELOPER
___ EVALUATOR	___ OTHER (PLEASE IDENTIFY) _____

2. PLEASE CHECK THE ITEM THAT REPESENTS THE HIGHEST LEVEL OF FORMAL EDUCATION YOU HAVE COMPLETED.

___ HIGH SCHOOL DIPLOMA	___ MASTER'S DEGREE
___ ASSOCIATE DEGREE	___ DOCTORAL DEGREE
___ BACHELOR'S DEGREE	

3. HAVE YOU HAD ANY MILITARY TRAINING?

___ YES (INDICATE TOTAL NUMBER OF MONTHS) ___
___ NO

4. CHECK THE NUMBER OF HUMAN RESOURCES DEVELOPMENT SPECIALISTS WHO ARE EMPLOYED BY YOUR COMPANY, AGENCY, OR INSTITUTION.

___ ONE	___ 2 TO 5
___ 6 TO 10	___ MORE THAN 10

5. INDICATE THE AMOUNT OF EXPERIENCE YOU HAVE HAD AS A HUMAN RESOURCES DEVELOPMENT SPECIALIST.

___ 1 YEAR OR LESS	___ 5 TO 10 YEARS
___ MORE THAN 1 YEAR BUT LESS THAN 5	___ MORE THAN 10 YEARS

6. INDICATE THE TYPE OF EDUCATION/TRAINING YOU RECEIVED TO PREPARE YOU FOR YOUR JOB. (CHECK ALL THAT APPLY)

___ TOOK FORMAL COURSES	___ ON-THE-JOB TRAINING
___ COMPLETED SELF-STUDY MATERIALS	___ ATTENDED WORKSHOPS
___ LEARNED BY DOING	___ OTHER (PLEASE SPECIFY) _____

**NOTE: AFTER COMPLETING THIS FORM, PLEASE PLACE IT IN THE RETURN ENVELOPE.